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EDITORIALS

Human Element in Action

The significance of the human element in creation is Education. Here alone does education play a vital part in creation.

The primal element in creation was the inorganic.

Then plant life came to utilize and transform the inorganic into living structure.

Then animal life and action came, to annihilate space, mastering sea and land and air everywhere.

Then came the human to master time, to make yesterday and today a creation for tomorrow.

Finally, behind it all, beyond it all, and above it all, was and is and is forever to be the Divine, to transform Time into Eternity.

The human element uses the mineral, the plant, the animal creation for education in time for eternity.

The human element in mass action is education. The individual cannot educate himself. No more can a local group of individuals educate themselves. Education is the extension of the human element.

The human element in mass is represented by conventionality, individuality and personality.

Conventionality lives in the past, individuality breaks away from the past, cuts the string that balances the kite.

Personality leaves the past as fast as can be safely done, just as the tree sheds its leaves as soon as it knows that new leaf buds are protected.

Conventionality says "safety first"; individuality says safety last. Personality says, just safe enough to be safe, and no more.

The American Bar Association has promoted a Constitution Week, with judges to address schools, clubs, churches and conventions of all kinds, magnifying the sacredness of the Constitution, but only so much of the Constitution as has been conventionalized. Woe to the woman who would come forward at the end of such a speech and ask the judge to sign a pledge to respect the Eighteenth Amendment in spirit to the letter. The American Bar Association's sacredness of the Constitution was the provision for the legislative, judicial and executive departments of government.

Conventionality is confined to the East and South, but is radically different in Massachusetts from what it is in Mississippi. There is no conventionality west of the Missouri river, where individuality is dominant. Minnesota voted against what New York wanted, because New York wanted it.

Since 1856 only four men have been elected

to the Presidency who did not come from the three states between the Alleghanies and the Mississippi, the Ohio and the Great Lakes, and these four have had Vice-Presidents from Ohio, Indiana or Illinois to be ready for an emergency. Those three states have furnished four times as many successful candidates for the Presidency since 1856 as the other forty-five states combined.

Why? Because those states have personality, which means that they have enough conventionality to hold the eastern votes and not enough to scare the western voters. They have conventionality enough to be safe, but not enough to be too safe.

This is the human element in sections. The schools, public schools and colleges have educated the children in personality. These states have corraled the personality that came from the East, but let the individuality go westward.

San Diego's Proud Distinction

The State Teachers College of San Diego, California, is justified in being super-pleased with its distinction. It has won first place in scholarship based on scholarship averages of students from twenty-one California colleges sending graduates to the State University at Berkeley. San Jose State Teachers College was second, College of Agriculture was third, Occidental College fourth, Southern Branch (Los Angeles) fifth, Stanford University sixth. This is considered the best test of scholarship that has been made.

San Francisco through generosity of persons unnamed has an endowment fund of five million dollars for the establishment of a school to develop one thousand of California's most gifted children, who will be selected by Professor Louis M. Terman of Stanford University.

Unique and Important

Superintendent J. G. Collicott of Columbus, Ohio, made a notable use of American Education Week in the re-dedication of every school building of the city. Each principal read as the introduction to the exercises an address by Dr. W. H. Scott, president of Ohio State University, 1883 to 1895, in the dedication of an elementary school building in Columbus, April 28, 1924. The closing paragraph of that address we use in this connection:—

LET US NOW WITH EARNEST HEARTS AND WITH EXALTED FAITH AND HOPE SOLEMNLY CONSECRATE THIS BUILDING TO ITS HIGH AND HOLY PURPOSE. MAY THE YOUTH OF THIS COMMUNITY FOR GENERATIONS TO COME GATHER IN THIS PLACE TO RECEIVE INSTRUCTION IN KNOWLEDGE AND TRAINING IN VIRTUE. MAY THEY FIND HERE EVERY CONDITION NECESSARY TO A TRUE AND ENLIGHTENED EDUCATION. ESPECIALLY, MAY THEIR TEACHERS BE EXAMPLES OF EXCELLENCE IN SCHOLARSHIP AND CHARACTER, SEEKERS AFTER GOODNESS AND TRUTH, LOVERS OF CHILDREN, ENTHUSIASTS AND ADEPTS IN THE FINEST OF ALL ARTS, THE DEVELOPMENT AND INSPIRATION OF HUMAN SOULS. MAY THESE ROOMS ALWAYS BE PERVADED WITH AN INVIGORATING ATMOSPHERE OF MENTAL AND MORAL LIFE, AND MAY NO CHILD PASS FROM THESE SCHOOLS TO HIGHER GRADES OR TO THE OUTER WORLD WITHOUT HAVING BEEN MADE MORE INTELLIGENT, MORE THOUGHTFUL, MORE COURAGEOUS, MORE VIRTUOUS, AND IN EVERY WAY MORE CAPABLE OF WISE AND JUST, OF USEFUL AND NOBLE LIVING. TO THIS END, MAY THE BLESSING OF GOD BE UPON CHILD AND PARENT, UPON PUPIL AND TEACHER, UPON PRINCIPAL AND SUPERINTENDENT AND UPON EVERY ONE WHOSE INFLUENCE WILL IN ANY DEGREE AFFECT THE WORK OF EDUCATION AS IT SHALL BE CONDUCTED WITHIN THESE WALLS.

Life is the continuous adjustment of internal relations to external relations.—Herbert Spencer.

Colorado College

Colorado College enters upon a new life with the brilliant inauguration of Dr. C. C. Mierow as president. No other college in the country has had as many "promising returns" as has Colorado College, and none has more deserved the promises it has received, and unless all signs fail the present promises will be fulfilled.

The germ-seed of Colorado College was less than one year old when we first knew it. My, but what glorious expectations were ringing out on the clear air in 1875 when Colorado Springs was in swaddling clothes.

In 1882 we saw it hopeful but a bit fearful. In 1883 as associate secretary of the New West Education Commission of the Congregational denomination we joined the chorus of anticipation, helping to organize academies in Colorado, New Mexico, Utah, and Idaho, fully confident that our academies would send students in vast numbers to the New West College—Colorado College of Colorado Springs.

That brilliant rainbow vision faded as had other great expectations. It was impossible to get the East behind the college. We could raise limitless funds for the New West work in Utah, for the Mormon scare was at its height, but not a dollar could be dragged out of any consecrated pocketbook for work in Colorado. There were many reasons for this.

My associate, Charles R. Bliss, almost literally gave his life to the terrific struggle to save Colorado College, but it went from bad to worse, until in 1887 New England interest was aroused, and in 1888 money was assured if William F. Slocum would leave his pastorate in Massachusetts and make a real college out of Colorado College of Colorado Springs, which had itself entered upon a new career, as indeed had Colorado and the entire Intermountain Region.

Dr. Slocum was the right man. He had the confidence of the right men in the East. He went about it in the right way, and it was the right time. What had been a waif of many pretences became, under President Slocum, the most nobly standardized college of the denomination west of Grinnell, unsurpassed by any state university between the Missouri river and California.

It trembled on the brink just a little after

Dr. Slocum went East, but the inauguration of Mierow has demonstrated more academic grandeur than in the highest spots of the fifty years of ups and downs. Colorado Springs is happy, the Congregational churches of the state are united, the new president brings the needed personality, and abundant financial support is coming that way.

We greatly rejoice that we have lived to see this new day for Colorado College.

Department of Superintendence, Washington, D.C., February 21-25.

Seth Shepard's Wonderful Service

We are using in this issue the address of Edward J. Tobin, superintendent of Cook County, Illinois, at the funeral of Seth Shepard, country life director of Cook County. That address is so true to life that after fifteen years of intimate acquaintance with Mr. Tobin and Mr. Shepard we can endorse every word Mr. Tobin used in his tribute to one of the greatest schoolmen we have ever known.

We saw Seth Shepard with Mr. Tobin and all the country life directors just one month before he died of apoplexy. It was an inspiring group of unusual school men which we met in Mr. Tobin's office on December 12, and Seth Shepard loomed large in the thinking as he always did. He was exuberant over the success of his use of radio in weekly broadcasting to all of the twenty-one schools in his district of Cook County. He was the picture of health.

On a blistering Sunday, July, 1912, I went out to Niles Centre to see Seth Shepard's school gardens because Mr. Tobin said I had never seen the equal of that man. His own garden was netting him at the rate of a thousand dollars an acre a year, and the school gardens of the twenty boys and girls in his school were paying them nearly two hundred dollars an acre a year.

Mr. Tobin has said what I would like to say so much better than I can say it that I hope every one will read it appreciatively.

Know Birds

To know and love birds, the birds of one's section, has cultural value that has been scandalously neglected. We have only begun to have children learn about the significance of pure breed live stock, thirty-nine million dollars in a single bequest has recently been given to an art museum, while nothing is available to educate boys and girls to appreciate beauty on the wing everywhere, to be enjoyed artistically as naturally and freely as pure air. It is tragic when the trees and fields, the home grounds and the forests, the wayside and the meadows are radiant with the beauty of birds, more artistic than any master's brush ever painted, that the schools have done so little to open the eyes of children who will go through life blind to all this glory. Vast sums are spent each year to hear the human voice in concert and oratorio, hear orchestras and symphonies, yet scarcely any thought is given to having children appreciate the matchless songs of birds, the divinely created music.

South Dakota is leading all American states in making available abundant inspirational facts about every class of birds in that section.

Mr. and Mrs. Atherton know birds as affectionately as did Audubon himself. Their home is as attractive to all kinds of home-loving birds as a stream is to an angler. There are a variety of trees on their grounds for all affectionate varieties of birds, and their farm, within walking distance, has a variety of trees and shrubs and brookside for birds with other tastes and trails. The Athertons know birds and study birds as artistically and scientifically as Horace Shapley and Ann Cannon know and study the world of the universe, and no one has ever told teachers and children how to study birds quite as passionately as the Athertons tell them in "Dakota Birds."

The Athertons make the story of the migration of birds as fascinating as anything in print can be made. The science and art of coloration is wonderfully told, especially in the changes of plumage—natal plumage, juvenile plumage, first winter plumage, nuptial plumage, second winter plumage. Mrs. Atherton, an artist in bird painting, has many full pages of characteristic birds among which are the Yellow Warbler, the Brown Thrasher, Cedar Waxwing, Mountain Bluebird, Gold Finch, Northern Flicker, Redpoll, Red-winged Blackbird, Rose-breasted Grosbeak, Scarlet Tanager, Tree Sparrow, White-breasted and Red-breasted Nuthatch and the White-rumped Scribe.

It is really much more important that teachers know birds and know all about birds, love birds, and love to teach about birds, than that they know a lot of subject methods that no two teachers' colleges agree on.

"Dakota Birds, I.: Song and Insectivorous Birds of South Dakota," by Loren G. Atherton and Nora M. Atherton, with full page plates in colors and black and white from the original paintings of Nora M. Atherton; cloth; J. Fred Orlander Company, Pierre, South Dakota.

Colin A. Scott, Artist

At Boston's Twentieth Century Club, 3 Joy street, 4 p.m., January 10, there was a private review of Dr. Scott's paintings.

Dr. Scott, long Dean of Education of Mount Holyoke College, South Hadley, and previously professor of Psychology, Boston City Normal School, was a prominent personality in Massachusetts for a quarter of a century. He was known as an educator and philosopher, but few knew of him as an artist. Dr. Scott was early identified with the Twentieth Century Club, and was among the leaders from the first, and was always affectionately esteemed. It was to his friends in this club that he was best known as an artist.

Most Important Decision

By A. E. WINSHIP, Editor

The Supreme Court of Wisconsin renders a highly important decision. First, that the schools are wholly in the charge of the Board of Education of the school district. Second, that the fact that the school district has the same boundary lines as the municipality does not give the City Council or other municipal officials any voice in the management of the schools or of school property.

We give the Supreme Court ruling complete because there are other important rulings.

No. 32
State of Wisconsin
In Supreme Court
State ex rel. Frank M. Harbach,
Petitioner,
vs.
The Mayor and members of the common council of the city of Milwaukee,
Respondents.

Owen, J. This action was instituted in this court upon the petition of Frank M. Harbach, secretary of the board of school directors of the city of Milwaukee, praying for a writ of mandamus compelling the mayor and common council of the city of Milwaukee to levy a certain tax for the repair of school buildings in said city.

Chapter 247, Laws 1921, made it the duty of school boards in cities of the first class to report to the common council the amount of money required for the next fiscal year for the repair and keeping in order of school buildings, fixtures and the repair of broken and worn-out furniture, the making of material betterments to school property and the purchase of the necessary additions to school sites. It then made it the duty of the common council to levy and collect a tax equal to the amount of money required by the board of education for such purpose, provided that such tax should not exceed 8-10 of a mill upon the dollar of the total assessed valuation of the taxable property of the said city. Ch. 285, Laws 1925 amended Ch. 247, Laws 1921 by changing the limit of taxation for such purpose from 8-10 of one mill to one mill.

The petitioner sets forth that by virtue of his office as secretary of the board of school directors of the city of Milwaukee he caused an examination to be made of the various school buildings to ascertain the repairs required to be made on said buildings during the year 1926, resulting in an estimate that $750,000 would be required for that purpose; that the board of school directors requested the mayor and common council to levy taxes in the sum of $750,000 to be used for the repair of school buildings in said city; that said amount exceeds 8-10 of a mill, but is less than one mill of the assessed valuation of the taxable property of the city of Milwaukee; that the mayor and common council have evidenced their intention of levying a tax equal only to 8-10 of one mill upon the assessed valuation of the taxable property of the city, and petitioner believes they will levy said amount unless directed to do otherwise as a result of this action.

Upon this petition an alternative writ of mandamus was issued out of this court directed to the mayor and common council of the city of Milwaukee.

The case comes before the court upon the motion of the respondents to quash the alternative writ. The respondents concede that it is the duty of the mayor and common council to levy a tax for the purpose of raising a fund not to exceed 8-10 of a mill for the repair of the school buildings of the city of Milwaukee. They claim, however, that Ch. 285, Laws 1925, which raises the limit from 8-10 of a mill to one mill is unconstitutional, because it is in conflict with the so-called home rule amendment, which amended Sec. 3, Art. II of the state constitution. That section of the constitution as so amended, which was in force at the time Ch. 285, Laws 1925 was enacted, reads: "Cities and villages organized pursuant to state law are hereby empowered to determine their local affairs and government, subject only to this constitution and to such enactments of the legislature of state-wide concern as shall with uniformity affect every city or every village. The method of such determination shall be prescribed by the legislature."

It is contended that the repair of school buildings constituted a local affair of the city of Milwaukee, and that by the constitutional provision just quoted the legislature is prohibited from legislating upon that subject except by general law which "shall with uniformity affect every city or every village"; that as Ch. 285, Laws 1925 affected only cities of the first class, it was not a law which "uniformly affected every city or every village."

It is obvious that the limitation placed upon the power of the legislature with reference to laws which "shall with uniformity affect every city or every village" is confined to the "local affairs and government" of cities and villages. With reference to all subjects that do not constitute "local affairs," or relate to the government of cities and villages, the legislature has the same power of classification that it had before the adoption of the home rule amendment. Respondents' contention, therefore, must rest upon the proposition that the repair of school buildings within the city of Milwaukee is a local affair of said city. If not, respondents' contention must fall. In undertaking a consideration of this question we shall not attempt any general definition of the term "local affairs" or to set the boun-

daries thereof. We shall address ourselves solely to the proposition of whether the repair of school buildings in the city of Milwaukee constitute the "local affairs" of said city within the meaning of the constitutional provision here under consideration.

Turning to the provisions of the constitution as they existed at the time of the adoption of the so-called home-rule amendment, we find that by Sec. 3, Art II it was made the duty of the legislature "to provide for the organization of cities and incorporated villages," and that by Sec. 3 of Art. X it was provided that the "legislature shall provide by law for the establishment of district schools which shall be as nearly uniform as practicable and such schools shall be free and without charge for tuition to all children between the ages of four and twenty years, and no sectarian instruction shall be allowed therein." Here we have two definite subjects deemed of sufficient importance for constitutional consideration. That they were considered distinct subjects by the framers of the constitution seems quite plain. One deals with cities and villages, the other deals in express terms with district schools, but, in an implied broader aspect, also with the general subject of education. While other provisions of Article X plainly indicate that it was contemplated that district schools should exist not only in cities and villages, but in towns of the state, it by no means follows that the management of the schools should be any part of municipal government, and, so far as our observation goes, the legislature has never placed the management of the schools of a city with the common council, which constitutes the ordinary governing body of the city, but in all city charters, whether general or special, the schools have been placed under the control and management of a body commonly called or known as the board of education. Thus the management of the schools has been kept separate and distinct from the management of the ordinary municipal affairs.

This consideration is by no means controlling upon the question of whether the repair of school buildings constitutes a local municipal affair. It does, however, indicate that throughout all the years the legislature has zealously guarded against a merger of school affairs with ordinary municipal affairs. It clearly indicates a legislative understanding that there was nothing in common between school matters and the ordinary municipal affairs, but, on the contrary, they constitute distinct and separate fields. While power to legislate upon local affairs was vested in common councils, the management of the schools was committed to another body.

This legislative understanding finds further emphatic expression in Ch. 355, Laws 1925, entitled "An Act to create Sec. 66.006 of the statutes, declaring the status of the system of public instruction in relation to the constitutional amendment vesting home rule in cities and villages." That chapter provides that "All laws relating to public instruction, pursuant to Sections 1, 2, 3, 4, and 5 of Article X of the constitution, remain and shall continue in force for the establishment, administration and government of the district schools as heretofore, until amended or repealed by the legislature. The term 'district schools' as here used, in addition to common schools includes, among others, any and all public high schools, trade or vocational schools, auxiliary departments for instruction of pupils who are deaf or of defective speech or blind, and truancy or parental schools." We think this legislative distinction is rooted in the constitution. One article of the constitution is devoted to municipal affairs and the organization of cities and villages. Another article of the constitution is devoted to education and provides for the establishment of district schools. With reference to the interest of the state in the two fields there is a wide difference. Local municipalities are organized for the purpose of dealing with matters of local concern. In such matters the state has little or no interest. The state, however, does have an interest in the education of its entire citizenship, an interest so deep and substantial that the framers of the constitution not only made provision for the establishment of district schools, but made provision for the creation of a school fund the income of which should be devoted to the maintenance of district schools throughout the state.

The city attorney frankly admitted that the city of Milwaukee could not close up the schools of the city, nor could it abolish the board of education. This concession was not improvidently made, but it is utterly inconsistent with the claim that the enactment of Ch. 285, Laws 1925 was beyond the power of the legislature. The city attorney, while conceding that the city may not abolish the board of education, contended that the maintenance of the school buildings of the city is more distinctly local, and that there must be some point where the state's interest ceased and the authority of the city attached. This contention involves the degree of interference rather than the power to interfere at all. If the field of legislation upon the subject of education belongs to the state, it belongs to it in its entirety. If the cause of education is not a subject of municipal regulation, the municipality cannot touch it or interfere with it in the slightest degree. School buildings are an essential agency in the state's educational scheme, and to allow municipalities a voice in the construction, repair, control or management of the school buildings within their borders is to yield to them the power to frustrate the state's plan in promoting education throughout the state. If power be granted to interfere in this respect, there would be no logical limitation to municipal interference with the district schools. This court has held that the ward schools of the cities of the state are district schools, within the meaning of Art. X, Sec. 3

of the constitution. Maxcy v. City of Oshkosh, 144 Wis. 238. It has also held that a free high school district is a quasi-corporation, a somewhat independent unit of school government, whose corporate identity is not merged in that of any town, city or village. Columbus v. Fountain Prairie, 134 Wis. 523; see, also, Free High School District v. Town of Fountain Prairie, 154 Wis. 564.

These considerations lead irresistibly to the conclusion that although the boundaries of a school may be co-terminous with the boundaries of a city, there is no merger of the school district affairs with the city affairs. They remain separate and distinct units of government for the purpose of exercising separate and distinct powers and for the accomplishment of separate and distinct purposes. It follows that the so-called home rule amendment imposes no limitation upon the power of the legislature to deal with the subject of education, and this applies to every agency created or provided, and to every policy adopted by the legislature, having for its object the promotion of the cause of education throughout the state.

By the Court—The motion to quash is denied. A peremptory writ of mandamus as prayed for will issue.

Compulsory Military Training

By LUCIA AMES MEAD

Boston, Mass.

The overwhelming vote by the students of the New York University against the continuance of compulsory military training is causing wide-spread discussion. It follows the relinquishment of compulsory military training in the Wisconsin University and in Pomona College, California. It also follows the protest of students in the Business School of Boston University who in that department are compelled to have two years' military training if they are to continue their studies. In the case of New York University, the trustees have decided to continue the prescribed military training.

A study of the manual used in this university and probably in others reveals some startling facts. It was issued in 1923, and is written by Colonel James A. Moss, U. S. A., and John W. Lang, U. S. A. In this specific instruction is given as to the best way in which to place an enemy's feet and shoulders when one is trying to break his neck; how to use the bayonet in different parts of the body; and how to "kick the most vulnerable parts." As an illustration of the type of instruction which our college youth are given in this manual we find the following (parents, please take notice): "Bayonet fighting is possible only because red-blooded men naturally possess the fighting instinct. This inherent desire to fight and kill must be carefully watched and encouraged by the instructor. The principles of sportsmanship and consideration for your opponent have no place in the practical application of this work."

This manual says: "It is an easy matter to teach the few simple technical details of bayonet combat, but an instructor's success will be measured by his ability to instill into his men the will and desire to use the bayonet . . . it is the intense eagerness to fight and kill hand to hand, and is the overwhelming impulse behind every successful bayonet assault. . . . The growth of the spirit of the bayonet is fostered by short talks on what has already been accomplished by the bayonet. There is no sentiment about the use of the bayonet. It is a cold-blooded proposition. The bayonet fighter kills or is killed. The instructor must encourage the men to cultivate a facial expression of sternness, eagerness to fight and confidence in winning. . . . To finish an opponent who hangs on, or attempts to pull you to the ground, always try to break his hold by driving the knee or foot to his crotch and gouging his eyes with your thumbs."

The title page of the recent edition of the manual states that it is the "Military Bible," that more than 300,000 copies had been printed and that it had been adopted by 105 military schools and colleges. The outcry against this manual has, we understand, removed bayonet drill for the present in New York University, but the animus that actuated the publication of the above statements still remains. No comment is necessary.

I recently quoted to an R. O. T. C. man in a New England University, who had had four years' training, the words of Captain Pye, of the U. S. N.: "The American principle is that the best defence is offence. Our policy is: 'Go, get them,'" and the military man replied: "Sure, that is just so."

At the time of the final shaping in Congress in 1920 of the National Defence Act, strong effort was made by Senator Wadsworth of New York and others to secure universal, compulsory military training. This failed for the time being, but the increasing number who are allured by a cheap vacation in summer camps has increased in four years from 10,000 to 35,000 and General Pershing expects the number soon to be 100,000.

In the valuable pamphlet on military training just published and written by Winthrop D. Lane, which costs only ten cents and is being widely circulated, we find in parallel columns, the statements made to parents in the R. O. T. C. manual: "The purpose of this book

is not to make soldiers out of your boys"; great stress is laid on the training for citizenship. In the summer camps, in a four-years course, just eight hours, all told, are devoted to citizenship, while 468 are devoted to military training. The manual of infantry drill, R. O. T. C., 1925, declares frankly: "They are being trained to be soldiers."

It has been popularly understood that agricultural colleges acting under the Morrill Land Grant Act of 1862 are compelled to require military training by their students. This is not true, they are only compelled to provide it; all the compulsion comes from the trustees. The financial help given to poor students to take advanced military training is a great inducement to taking military training, after it ceases to be obligatory.

The University of Delaware pays $250 above expenses, and other universities from $110-$300 to those taking advanced military training.

In an army of about 125,000 men we have over 19,000 officers. A large number of these are employed in giving military training in schools and colleges, uniforms and equipment being supplied by war department for the students. The catalogues of nearly all the 124 colleges of the R. O. T. C. show that in eighty-three of them military training is compulsory for the students of one or more departments.

Technique in the Recitation—I

By JOHN B. OPDYCKE

New York City

The title of this paper is used to cover the numerous details that enter into the conduct of the typical junior or senior high school recitation, from its beginning to its conclusion. For the sake of convenience, the treatment is centred in the English recitation, but the content applies with equal saliency to all other subjects. From bell to bell the teacher is obliged to work out logically and consistently a little cross-section in educational procedure on the merits of which he must stand or fall as a teacher of children, as a student of his subject, and as a leader and manager of the group. Here in the recitation are focused all the elements of his training for his profession, along with ali the irradiations of culture and personality and spur-of-the-moment tactic that his preparation and his inheritance enable him to bring to bear. In very large measure, his management of the recitation—his ability to meet and solve recitation problems as they are foreseen and also as they insistently arise in defiance of the most searching provision—is the consideration upon which his superiors pass judgments, and this is as it should be. His conduct of the recitation is the crux. It is to him exactly what the handling of a case is to a lawyer or the performance of an operation is to the doctor. There are, therefore, two particular types of strategy to be worked out. The one is the strategy of provision; the other is the strategy of immediacy. The former means that the teacher must have definite point of view and purpose and plan in staging the recitation, just as the general has in staging attack. The latter means that the teacher must have resources on tap for meeting emergencies that are sure to arise in every recitation, but that are incapable of being definitely foreseen. These are the surprise manœuvres of the enemy, or the unanticipated defections in his own ranks, that the general is obliged to reckon with on instant notice during the course of battle.

The teacher's point of view and purpose and plan must all very largely be decided upon by the children of a given group. Presented to some children, the novel "Ivanhoe" may best be treated perhaps as a picture of medieval pageantry; presented to others, it may be best treated entirely from the point of view of class clash and contest. To still others—to a class of boys, for instance—it may have to be presented as a study in good sportsmanship, in order to get from it the most satisfying results. Again, the teacher may at times find himself obliged to force consideration of a story or a poem, or of parts of either, from points of view other than those most popular with the class. There are certain accepted standards of meaning that the classic itself imposes, and these must be driven in. But in arriving at any point of view for the consideration of a piece of literature with a class, the teacher of English should also "feel out" opinions and adjust his appeals accordingly. It is great fun to treat "The Ancient Mariner" from a variety of points of view, and to discover a band of enthusiasts for each particular one. Some, probably most, children in a class will readily enough see the story first of all from the Mariner's point of view, and if any does not see it from this point of view, and sympathetically, the teacher's job then and there is to make it so seen and felt. But the wedding guest's point of view may be made most interesting, as may also that of the fellow mariners, and of the hermit, and of the pilot's boy. The mariner may be considered a sea-faring vagabond; the wedding guest a sort of eighteenth century Mohock; the pilot's boy a lesser Jim Hawkins. Any such fanciful points of view, provided they appeal to any of the children in a class, are justifiable. But in the consideration of these

and any others like them, the teachers should see to it that the poetical allegory is emphasized and construed to the pupils' own lives and surroundings.

In the teaching of any classic or of any type of composition, the good teacher of English will enrich the work by bringing as many different points of view to bear as possible. This is imperative for both subjective and objective reasons. The subject of study will be revealed as a many-sided vehicle of thought and emotion. The children will reveal their natures in a variety of responsiveness upon which the alert teacher of English will build. The more slants and angles of attack there are, the greater the resultant spur and enrichment will be. But care must be taken to avoid confusion. The central or most important point of view should be emphasized first and chiefly. Then the more fanciful and less evident ones should be worked out.

The point of view in considering any subject with a class should be made clear by the teacher of the class to the class, as should also be the aim or purpose of any phase of study. There are general aims and special aims. In teaching composition, the one big ever-present purpose is to train in thinking. After this, considerably after this, comes practice—practice to enable children to gain facility in expressing themselves above the ordinary down-at-the-heel slips in mechanical forms. But to this general end, day by day, there are particular aims. One day the aim is to get the paragraphing a little more exact; another day, to clarify the uses of the comma; another, to secure variety in structure, and so on. In literature, the one big ever-present aim is to secure enjoyment and appreciation. But again, to this general end, day by day, there are particular aims. Today it may be to consider the extraordinary qualities of palship possessed by Jim Hawkins; tomorrow, to discover whether after all Portia's father had not made a wiser provision than is at first apparent; and the day after tomorrow to put Locksley side by side with our school athletes in an interscholastic meet. But in all this, there must be no secrets. The class must be told what the recitation aim is. The members of the class should sometimes be permitted to decide the aim. And the aim should be stated clearly at the outset of the recitation, and at the end a measurement of accomplishment in relation to the aim should be taken. Here, the relationship between the special aim and the general aim should be brought out clearly, both in recitation processes and in the summary statement at the end of the period.

The Massachusetts State-Wide Language Contest

By G. M. WILSON
Boston University

One with a major interest in the curriculum likes to think that in his hands a testing program means more than merely measuring and comparing one city with another. In fact, the testing itself is not the chief purpose of testing. The first criterion of a standard test is that it shall reinforce correct curricular principles, and the second fundamental criterion is that it shall reinforce right methods of teaching.

The main purpose in a state-wide test, therefore, is to secure data which, when properly analyzed, will reveal merits, defects, and needs in curriculum and methods. The Massachusetts State Wide Language Test (or Contest) made use of an unpublished form of the Wilson Language Error Test. The forms of this test are based upon a careful summary from numerous scientific studies of errors which pupils actually make in oral and written speech.* The test is in the form of pupils' compositions, or pupils' conversation, and gives no key to errors contained within it. The pupil must himself discover the errors and make the corrections. The form used in the present contest was "A School Dialogue." The same follows herewith:—

*Wilson, G. M.: "Frequency of Language Errors." Elementary School Journal, December, 1920.

Test E. Correcting Language Errors

Name .....
Grade .....
Age .....
Town .....
School .....
Date .....

Directions: This is a test to see if you can correct the mistakes that a pupil made in writing a story. Correct by drawing a single line through words or expressions used incorrectly, and placing the correct words above them. For example, if you had the following sentence to correct: "He has went home," you would correct it by drawing a single line through *went* and writing *gone* above it, thus: "He has gone home." Make all changes necessary to secure correctness. Work at your usual rate. You will be given time to complete your work. When you have finished, turn the sheet right side down and leave it on your desk.

A SCHOOL DIALOGUE

John—"Has the first bell rang?"

Frank—"I ain't heard no bell."

John—"Have you solved them examples which the teacher give us to solve to home?"

Frank—"I done all but the last one. I can't hardly see how to begin it. Me and Jim worked together. How many did you git?"

John—"I looked them over and seen that I didn't know nuthin' about them. So I went over to see Charley. Him and me tried too or three an couldn't get them. Can I

copy your'n? I wish we had a teacher who could learn us better."

Frank—"Here they be. Oh, by the way, have you saw my new air rifle? I showed it to Jim when he come over last night. I tell you it's a fine one. Jim he was certainly pleased when he seen it."

John—"I wish I had went to your house last night so I could of seen it."

Frank—"Jim and me is going to the woods on Saturday and you can go, too, if you wish. Jim says there are lots of nuts in his uncle's woods."

Number wrong .....

Score, rights .....

Complete instructions were sent with reference to giving the test, grading, summarizing and reporting. Pupils were not given a time limit, as it was desired to give them ample opportunity for correcting the errors.

It will be apparent to anyone carefully examining the above test that the mistakes occurring are the common mistakes which are heard upon the playground and in the natural conversation of children. It seems that these simple errors should be corrected without difficulty by pupils in the upper grades.

The total number of errors in this test is thirty-one. The highest score, therefore, which a pupil could make was thirty-one. However, very few pupils made a perfect score. Of the 14,506 pupils in the eighth grade who took the test, only 274 made a perfect score. The grade medians for the entire state (total number of pupils 136,030) were as follows: Grade 3, 12; grade 4, 16; grade 5, 19; grade 6, 20; grace 7, 22; grade 8, 24. The medians for grades above the eighth show decreases, and run, for the ninth grade, 22; tenth grade, 20; eleventh grade, 21; twelfth grade, 17. The number of pupils for these grades was considerably less, being for the twelfth grade only 3,882.

An outstanding conclusion from the above must necessarily be that the teaching of technical grammar in the upper grades does not help pupils as it is supposed to do in handling simple language errors. There is much evidence of intensive teaching of technical grammar in grades seven and eight, and even in grades six and nine. Yet the score for grades seven and eight shows only slight increase, such as might be expected through the increased maturity of the pupils and the elimination of the poorer ones.

Even more striking, however, is the variation among the various cities. The following detail giving for each grade from three to eight the highest and the lowest median emphasizes this point:—

	III	IV	V	VI	VII	VIII
High Median	21.87	22.25	24.14	26.00	28.51	27.93
Low Median	4.00	9.41	11.39	11.08	11.00	11.96

Even in the eighth grade the pupils in some school systems made a median of only 11.96 out of a possible score of thirty-one; the best eighth grade made 27.93 or more than twice as much.

One at first might think that he can pick out the cities who made the low scores; that they are the manufacturing cities with a large proportion of foreign-born. This guess, however, is not correct. Some such cities ranked exceedingly high. There is a difference due to the composition of the population. In fact, this is one of the outstanding conclusions of the test. But it must be borne in mind that, when this is said, it means also that the children have largely what their homes and general environment give them, and not what the school has taught them. Special investigation of the cities which ranked at the top of the list show, however, that the schools in these cities are helping in securing the results. They are helping by omitting traditional and useless technical grammar (Hoyt, Studies in English Grammar, Teachers College Record, October, 1908; also Briggs, Teachers College Record, November, 1913). They have replaced it by simple and direct work upon the correction of pupils' errors, accompanied by the positive program which builds up better language expression.

It will be seen, therefore, that this test aims at the very heart of the language difficulty. In fact, it gives the basis for a definite follow-up* in the correction of the language errors of pupils.

This contest, put on as a special service through the Department of Elementary Education of Boston University, was made possible only through cordial and complete co-operation of superintendents throughout the state, the files of the State Department of Education for checking, and the help of advanced students in measurement. The results justify conclusions that should be most helpful not only to students of education, but to the schools participating in the contest. Each school system received a detailed report.

*See Service Bulletin 10, "Correction of Language Errors," World Book Company, Yonkers, New York. Free.

His Mistake

He longed to find the road to fame,
But not a highway bore that name.

He thought to glory there must be
A level path that he should see;

But every road to which he came
Possessed a terrifying name.

He never thought that fame might lurk
Along the dreary path called Work.

He never thought to go and see
What marked the road called Industry.

Because it seemed so rough and high,
He passed the road to Service by.

Yet had he taken either way,
He might have come to fame some day.

—Detroit Free Press.

The Psychopath and the Socio-Psychopath in Education

By WILLIAM ESTABROOK CHANCELLOR
Columbus, Ohio

[A decade ago the Journal of Education printed an article by the same author upon "The Hypermoron in Education." This was reprinted almost in full in several periodicals of general circulation, with due credit to the first publication. Reference may be had to this article in any of these magazines in connection with citations herein.]

Several problems of human nature that have recently been far advanced toward solution are old enough in literature.

Said Shakespeare in "Hamlet":—

"The times are out of joint. Oh, cursed spite
That ever I was born to set them right."

We know now that "the melancholy Dane," as portrayed by the genius of the greatest figure in English literature, was in modern language a sociopsychopath—a mental sufferer from conditions within his own relatively small yet prominent social group, not a mental sufferer from troubles arising in his own nature, not a psychopath, not "insane," but out of gear with "the world." A sociopath is indeed out of gear with his "world," but he is not in mental trouble. All reformers are sociopaths.

In "Peer Gynt," the Norwegian author, Ibsen, took up again the problem of "Hamlet" and advanced it toward solution. Said he in the amazing and powerful Fifth Act:—

"And he is mad, and no one knows it."

"He hath defied his Master's will.
Throw him in the ladle with other spoilt things."

"This is his house, but the owner is not at home."
(1867. Archer translation, 1901.)

The act contains that immortal picture of Peer wandering on all fours through the wild onion patch and asserting that the soul is but successive layers of swaddlings like onion peels; there is no kernel anywhere.

Dr. G. Stanley Hall in his *magnum opus* undertook to explain these "swaddlings" and in the Tenth Chapter of "The Psychology of Adolescence" recounted the history of the human soul though its "nascent periods" and many "atrophies."

A very old, an ancient science-art, begun so long since that the memory of man cannot say when, a science-art old when the first known records of civilization were made in the Nile Valley and in the Valley of the Twin Rivers, medicine, and two new sciences, psychology and sociology, have worked together toward the explanation of the mental trends and states, instincts and battles, prepotencies and defaults that have been the theme of literature since literature first began. Moses was a sociopath; Nebuchadnezzar was a sociopsychopath; Caesar was a neuropath, but no psychopath; Saul was "insane," a maniac.

"Peer Gynt" was "mad," and no man knew it because, in the opinion of his creator, all Norway was "mad." When an entire nation is "mad," when a whole people is "mad," then not one of them knows the fact. Ibsen stood up and asserted that everyone else was "off-centre" and that he alone was "sane." Still, Ibsen was no sociopath, for he did not allow himself to suffer because of the woes and follies of his people. He was a literary teacher, not a reformer. The teacher relies upon the "inner light" while the reformer undertakes to cure by external means. All reformers would "make haste," but the teacher "waits on God"—waits until "the fullness of time."

The great contribution of medicine has been in endocrinology. The assisting contributions of psychology have been the ranking of idiots, imbeciles, morons, hypermorons, the isolation of miscellaneous "feeble-minded," and the classification of various kinds of mental sufferers centring upon psychopaths. The contributions of sociology have been the arrangement and ranking of the various social institutions especially with reference to their impacts upon individuals, the development of social psychology and the discovery of "the social mind."

In the light of these contributions, one perceives that the psychopath is one who has failed to "make the grade" easily step by step into adult mentality. His mind suffers because though he intends to become perhaps full-powered as an adult, he cannot quite escape being a hypermoron, a first-class fool, a near-adult. Or perhaps he is a twelve-year-old moron and wishes to become a true adolescent hypermoron yet is balked therein. Medical science may tell us why with confidence; some glands have failed in their business. Or sociology steps in and says that some social institution failed to make itself felt as a support at the critical time to the "nascent period." A child may be psychopathic at any age; being psychopathic is a favorable symptom in the very instant that it is also alarming. It is favorable because it shows effort to rise higher in intelligence; alarming because it reveals weakness in this effort. The idiot is content; this is why it has been utterly heart-breaking to know that any human creature is an idiot and without hope in this life. But modern medicine is not merely relieving, it is curing even idiocy, not to say imbecility, chorea, epilepsy, moronoia, and manias.

The United States sees an average of 10,000 murders each year, and an average of 12,000 suicides. Almost every murderer and virtually every suicide is a mental sufferer. Most of the former are sociopsychopaths, and most

of the latter are true psychopaths or true neuropaths. The sociopsychopath blames society for his troubles; he is mentally deranged and therefore destroys someone in his environment. Now blaming society for something or other and yet doing nothing in the least objectionable are common enough; in truth, they show rather superior powers of discernment, for human society is far from perfect. But the sane mind proceeds with its business in life irrespective of the deficiencies and the faults of society on the hypothesis that "the man who does his own work of social usefulness is innocent of all sin."

("Innocent" happens to be the exact synonym for the Greek word translated "blessed" in the beatitudes of Jesus. Most of the men whom Jesus styled "innocent" or in our English version "blessed" were quite different from "run-of-mine folk." The "meek" are social conformers, but the peacemakers are often quite troublesome to the warlike. Jesus was a competent psychologist in this sermon, of course.)

Endocrinology shows that some persons are adrenalin-normal, others adrenalin-deficient, others adrenalin-overloaded. Those of the second type are weaklings without driving energy; some of them become drug-addicts, others become suicides. Those of the third type commit murders; they are indefatigables, but they are also explosives. When psychopathic, they "take it out" on others.

Some persons are thyroidin-normals; others thyroidin-deficients; still others thyroidin-excessives. (Space forbids going into details respecting the two kinds of adrenal glands, the several kinds of thyroid glands, etc.) Thyroidin-deficients are a cheerless lot; often invalids, often undergrown. Thyroid-excessives are often brilliant. Occasionally, these last commit suicide from malnutrition.

Some persons have normal pituitary glands; others have deficient glands, and are small-boned, weak-lunged, and timid; and still others have very heavy bones and magnificent bodies for strength and health and vitality. These last are seldom notably intelligent.

The gonad glands come into activity in the epoch when most boys and girls are getting into or are well within high school. But their development may then become a serious problem to educators. The boy who stole money from a high school periodical treasury, then stole a fine microscope and pawned it, then set fire to the chemical laboratory intending to destroy all the evidence by destroying the entire building and getting the public and the high school faculty into the mood of forgetting his two known thefts was eighteen years old, spent the moneys on girls, and was for his years over-sexed mentally. He was a gonoidal-excessive; yet after a short term in an asylum for the criminal insane became a fairly normal adult man, entirely able to support himself and anxious to do right by every one. The trouble was a sex-flare-up.

So the two high school youths who in senior year had to be required to marry in the presence of the high school principal (a woman) and then to accept diplomas without further school attendance did in fact establish—against the will of the psychopathic mother of the boy—a family. The girl was normal, but the boy was a sex-excessive for his age. The girl became both true mother to her husband, replacing his natural mother, a true wife, and the mother of normal children, contrary to the predictions of no small number of misunderstanding adults. Their mistakes were the outcome of the sociopsychical condition of the boy, caused in part by heredity and in part by the home-environment.

The sex-deficients in high school and in college, the sex-deficients in the faculties of school and of college, have been in the past almost totally ignored while the sex-excessives have been worried over, lamented and condemned. Yet the sex-deficients are in truth as lamentable as the sex-incorrigibles. They lack pride; they lack courage; they lack energy and ambition.

The best boys and girls in the upper grades of high school and throughout the years of college and other later education are the normally sexed. They are not indifferent to one another, but they are not premature in their interest.

These gland-normals, gland-deficients, gland-excessives are more or less interlocked. (Space forbids much detailing here. It is perhaps enough to remark that the adrenalin-overloaded are usually under-sexed; that the thyroid-deficients are usually deficient in all other respects; that all the normal in any one respect are usually normal in all other respects also.) These interlockings are highly interesting and often important; when typical and normal interlockings fail, then we have the true problems, the exceptionals, the misleading and the baffling.

Long ago, psychology began to study the instincts. It was found that some are simple and others complex sets or trends of thought-action. Among the major instincts are the fears, their opposites, the courages; curiosity, sex, play, ambition, hunger, vanity and pride. Medicine had shown the close relationships between these instincts and the glands. Psychology is showing the close relationships between instincts, glands and powers. And chemistry is showing the relationships of foods to powers and glandular actions. Intense selfishness is of gland-origin. As the French say: "To know all is to forgive all."

It would be agreeable to the purpose of this article to spread in testimony many sad stories of humanity-in-education by way of illustrating these points, but every teacher has cases enough within his own experience and usually within his own acquaintance. There was the missionary girl who made a wonderful record at school, but when far away from home,

(Continued on Page 82.)

Appreciation of Seth Shepard

❖ ❖

[Address by Edward J. Tobin, County Superintendent, Cook County, Illinois, at funeral service of Seth Shepard, Country Life Director, Cook County, Illinois.]

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During the last fifteen years I have been in daily contact with Seth Shepard. I have never met anyone so dependable day by day as he. I have never met any one that equalled him in daily reliability. Seth Shepard was master of himself. His mind was in complete control of his appetites, his passions, his feelings, his actions. Seth Shepard abhorred dependence. He was no clinging vine. He was an independent, honest man—the noblest work of God.

Seth Shepard was the most honest man I have ever known. Honest with his fellowman, honest with his wife and home, honest with his work, honest with his community, honest with nature's laws, and above all, honest with himself.

Seth could not dissemble. Could not and would not try to do anything he did not believe ought to be done. Could not and would not attempt anything when he believed he was not the right man. Could not and would not make believe or pretend he was interested when he was not.

When I became County Superintendent of Schools fifteen years ago, I first met Seth Shepard. He was teaching school district No. 73, called the East Prairie School. I had dreamed how teaching should be tied up with the doing of things. Seth was doing what I was dreaming. Seth probably had been teaching that way from his beginning. I do not believe he could teach any other way. It was the natural way for him and he believed it was the right way. Seth would have kept right on teaching that way if he had not met me. I probably would have gone on dreaming if I had not come across Seth's "learn to do by doing" school. Seth Shepard had changed my dream to a vision.

One day Seth came to me and said: "I had a dream." I had learned that Seth's dreams were inspirations. "I have dreamed that every farmer boy and girl should cultivate a miniature farm rented from their parents as a part of their school education. My twenty-nine pupils who are old enough to do this work have already rented their plots." Seth's dream had become an educational reality. The great school-home-project idea was born. It had sprung out of his dream and his power of making dreams come true.

Seth's school term had been nine months. Seth got the idea that the school term should be twelve months—nine months in the schoolhouse, the other three, June, July and August, he would turn "tramp teacher" and visit, inspire and instruct his pupils right out on their miniature farms. The school board was induced to hire Seth for twelve months, and Seth became the first "tramp teacher" in America. School-home-project education was a fact, Seth's dream was a reality. Seth Shepard's educational methods gained national recognition. His ideas and methods have been copied from ocean to ocean. The study about things in the school had been tied to the doing of things at home. "Learn to do by doing in school and out" became the motto of our pupils.

We will miss you, Seth Shepard, because we depended upon you.

We will miss you, Seth Shepard, because we relied upon you.

We will miss you, Seth Shepard, because you accepted responsibility.

We will miss you, Seth Shepard, because we placed responsibility upon you.

We will miss you, Seth Shepard, because you were a doer of things.

We will miss you, Seth Shepard, because we needed your advice.

We will miss you, Seth Shepard, because you made our dreams become realities.

We will miss you, Seth Shepard, because we all sincerely loved you.

Seth Shepard was so intensely interested in plants and animals and nature's laws, that his life was a voyage through wonderland. Hatred, envy, malice, jealousy, gossip, bigotry, never was seen or heard by him as he passed. He never really understood them. He was too busy to know they were following.

All children loved Seth Shepard because all children knew he sincerely loved them.

I loved Seth Shepard because he loved children.

I loved Seth Shepard because children loved him.

I loved Seth Shepard because of his buoyant enthusiasm for his work.

I loved Seth Shepard because he so recklessly and unselfishly gave his talents and energy in service.

I loved you, Seth Shepard, because you inspired me to do things that I would not have done had I not known you.

I loved you, Seth Shepard, because your inspiration kept me from doing things that I might have done but ought not to do.

Above all I loved you, Seth Shepard, because through your power and inspiration my dreams and your dreams, my visions and your visions became living educational realities.

I loved you because you loved plants and animals, nature and God.

The Gifted Child in Our Schools

By FRANK W. BALCOMB
Peabody, Mass.

Without doubt the most fruitful field of educational psychology has been that of the psychology of individual differences. The results of the investigations in this field have done much to revolutionize educational theory and practice. Much attention has been given to the study of the varied physical conditions, mental capacities, abilities of the child, and certain standards have been developed. A child varying from the standards set for a particular group is promptly called an "exceptional child" and in theory he should have his training designed to meet his individual needs if his education is to be most efficiently administered.

The term "exceptional child" clearly is a term that is used to cover all cases of variation from normal, and covers the pupil above normal as well as the pupil below normal. Common practice as well as the interests of the larger majority of psychologists seems to have made the use of this term rather unfortunate. If one mentions the term in a group even of well-trained educators the common reaction is that the topic of consideration is that of children below normal according to our standards. Even our psychological literature seems to bear out the overemphasis upon the subnormal child.

Also a study of educational surveys reveals the fact that much is done both in regular classes and in special classes for the subnormal child, but mention of special treatment of the child above normal is negligible either as a regular feature of instruction or as worthy of provision for future study. Of course, no one questions the validity of provision for those less fortunate, but it seems as if the time already spent upon their problem was sufficient to allow a temporary cessation of effort in their direction in order that the energies of the majority of the educators and psychologists may be used in the solution of this problem of how the child of above normal intelligence may best and most efficiently be educated in our schools. The above statements tend to show the current overbalance of emphasis upon the subnormal child by educators and psychologists.

The literature of the exceptional child seems to lean toward the subnormal child phase of the subject very overwhelmingly. A statement that the number of articles bearing on or dealing directly with the subnormal child is six, seven, or eight to one of those dealing with those at the other end of the scale is next to meaningless as no statement of the number of persons, time or energy spent in their behalf is included in the above comparison. However, a glance at the bibliography of the subject will bring out another interesting fact, and that is that the number of active workers in the field of above normal children consists of a very small number of individuals.

When one ponders over the distribution of abilities as shown by frequency curves, which tell us that in unselected groups—our school groups—there are as many of superior abilities as of inferior abilities, then, in the light of what is said above, the importance of our seeming neglect of this group needing special instruction is very apparent, also our seeming lack of interest in the subject, if our actions and writings on the subject are taken as evidence of our attitudes.

The above paragraphs seem to indicate what the average attitude toward the gifted child is if the literature can be taken as indicative of the educator's interest in this as a specialized phase of education. Some of the great questions on the subject are: Are we, as educators, doing as much as we can for the so-called gifted child? Are we not overdoing our training of the subnormal child at the expense of the gifted child?

If we accept the principle that education exists only to best fit and train individuals so that they will best function in society does our current practice of not doing as much as we can in developing special means for their education square with the principle? If the leaders of society are largely from the ranks of the gifted children (as a study of many would seem to indicate) the above principle would then, when combined with the second statement be that education owes a very great debt, if not its greatest, to the gifted child, as in him may rest one of the greatest leaders of society. Is education functioning in this phase as it should?

While the answers to the above are in the negative largely, still all through the ages some provision has been made for the gifted child, although usually not as a special study or result of such, or as the result of a great awakening of interest in the subject. Whatever has been done in this interest has been the result of more or less single-handed efforts on the part of some thinking educator. However, the majority of means to educate the gifted child were and often are in newer movements auxiliary to other ideas.

Another example of how the ideas of helping gifted children are secondary to other movements is shown sometimes in the socialized recitation and Dalton Plan movements. A peculiar thing noted about newer movements is that their advocates are always willing to admit that the movement contains provision for the gifted child, if the new movement is properly carried out, but few of these educators

attempt to design or work out special systems by which they will specifically benefit.

The advocates of the socialized recitation claim that individual differences are well taken care of in this plan, and it follows easily that if individual differences are well taken care of and recognized in a movement then the case of the gifted as well as the subnormal child is greatly benefited by the system. Perhaps the Dalton Plan better fills this need than the socialized recitation, but it is very evident that in either case the benefits from the standpoint of the gifted child are a secondary feature of the whole movement. The above are more or less typical of the general type of interest evidenced in the problem of the gifted child and special provision for him in the educational system.

From the standpoint of economy in the school system it seems that a great neglect of an opportunity has been experienced, not, as one person remarked, because the special teachers of subnormal pupils were paid larger salaries so teachers of pupils of superior abilities should be obtainable at very small salaries because of the ease of their work, but because of the greater time for really helping both the normal and gifted if either are dealt with as a special group.

From the point of increased efficiency in education, then, if from no other it would seem that some provision for the gifted child should be made. There is clearly no argument that the gifted and normal children as well as the subnormal would not be most efficiently educated if each is treated from a special standpoint of education with an individually different group objective, but, of course, the physical conditions of class sizes, etc., often prohibit carrying some of these ideas out in practice.

We admit the necessity of testing for the duller or mediocre so that they may be separated from the larger majority of the pupils, and special training given them. Why not design tests to pick out those of superior intelligence, as a primary object? Does our present attitude square with our activities in other fields of education? In physical education do we seek out those of superior physique and not give them any more training along the lines of physical education or do we adapt their future training to their conditions? Of course we do the latter, and it seems as if the same should be done in the case of the gifted child. No one will dispute that there are in many places various ways by which the gifted child receives special advantages because his ability is known, but the greatest universal difficulty in the gifted child problem is that not as many as should are benefiting by these special means that are available, and that no attempt is made to discover the larger number that are entitled to them.

The greatest fault with existing means that are applied to this problem lies in two directions: First, that whatever is done is done not in the direct solution of the gifted child's problem as an educational problem but as sort of concession that the child may take extra work, etc., as in recognition of superior intellect. The number doing this class of special work, perhaps, would not be entirely wasteful of effort if the number so doing was anywhere near the number that should be doing this class of work, but is the number, in the large, anywhere near the five to ten per cent. above noted, or in any sense comparable to the number receiving special attention as pupils of below normal intelligence? This first direction is, then, of twofold nature: (a) That what we are, in the large, doing is done in a half-hearted manner; and (b) that no attempt is made to have even the number of pupils entitled to even this sort of training, such as it is, benefit from it.

The second difficulty that seems to be prevalent even where some attention is given to the matter is that very little of a tangible nature, in the matter of tests for singling out such individuals that are entitled to such training, has been done, outlines for the elimination of drill material, outlines for shortened courses of study, positive standards above which pupils are deemed to be capable of this specialized training, etc., have been forthcoming. It does not seem that, in this connection, the general intelligence test is enough to single out, alone, this type of pupil for special training.

Many persons do not appreciate how much the education of a gifted child may be differentiated from that of the ordinary child with the same results in the end. Whipple has stated that the difference between the gifted and the ordinary child is so great that in many cases the gifted child can learn twice as fast as the ordinary child, and that often the amount of drill work, in the case of the gifted child, can be reduced to one half that required for the ordinary child. So great a difference should stimulate much interest on the part of educators, if not only also on the part of school efficiency experts.

A very peculiar argument raised on the part of a few educators at one time in regard to special educational training for this class of pupils was that the segregation of them from other pupils would be an undemocratic form of education. Segregation according to abilities, especially when according to lower abilities, did not seem to raise any great storm of protest, so why should the opposite?

If we find that the number of years of the child is reduced, should we drop the issue if the pupil will be found to have earlier reached the preparation point for entrance to high school? Surely not, but this, strangely enough, has often led to the abandonment of many plans for helping the gifted child in education. The fact that a child of superior intelligence arrives at the entrance point in preparation for high school from one to two years earlier than the ordinary child does should not bar him from entrance to that school any more than the average college bars the child from its class-

room if it can be proved that the pupil can benefit from study there. If the criterion for entrance to higher institutions of learning should become preparation plus ability to benefit from the instruction, rather than certification plus a certain chronological age, education would then begin to repay in a small way its debt to society, especially as to the gifted child.

What, at the present time, constitutes the present practices in regard to provision for the gifted child in our schools? Some years ago Dr. Witmer made the statement that in a study of his that but 22 cities out of 198 stated that they had special provisions for the gifted child. From a study at Vassar we gather the following data: 288 cities out of 349 report such provision; of these all but 155 are composed of some change in the method of yearly promotion such as the following: 214 are of the semi-annual plan, and 200 have some form of elastic promotions. In the majority of plans now in force the feature relating to the gifted child seems to be some form of variation in the promotion system rather than any differentiation of subject matter and presentation.

The Cambridge Plan provides not a series of rapid promotions but on the other hand a series of rapidly moving sections whereby the child may finish the elementary course at a material saving of time. This plan is notable in that it necessitated a reorganization of the entire grades of the elementary subject matter that it covers.

The plan tried in Detroit really is a form of individual instruction as far as the pupil is concerned. In this plan the pupil of superior abilities pursues in addition to the regular class of which he is a member a certain amount of work that is designed to supplement and enrich the class work. As a feature worthy of notation in Detroit those pupils of superior intelligence were also the ones that made the highest grades in the physical tests in the city.

For the future it would seem that the development of the theory and practice of the education of the gifted child offers a great opportunity for study on the part of educators in order that, in the main, the gifted child will not always remain what he is in many places—the object of admiration and not the object of the combined educational energies of the school system. In some places where a grouping is made in secondary and elementary schools in large groups on the basis of intelligence the claim is often made that this grouping makes special provision for the gifted child, but if this grouping makes only for the segregation and nothing for the gifted child in addition to the ordinary child then it is easily seen that in this method the gifted child does not benefit because of any reorganization of subject matter or methods that is necessary in his case. For him to benefit most he must have his course of study as well mapped out and suited to his needs as that of the regular student.

It seems that the gifted child should be considered an opportunity not merely in and of himself, but for the whole educational profession.

Remarkable Character Story

By A. E. Winship

One of the most remarkable character stories we have ever read is "Dan's Boy" (Arlo Publishing Company).

A lad of twelve for whose character his family and his school had done little, who had not mastered the first principles of health promotion, especially of health protection in emergency, who had achieved no good manners and whose disposition had no curbing, mastered himself in everything needed for good health, good manners, good disposition, the development of good character in an unaccountably short time under the intelligent direction of a stranger who would rank low in an intelligence test, who had had no professional training, who would not have been allowed to be the doorkeeper of a Parent-Teacher Association.

This lad ran away from home in disgust with good riddance of every one, especially of the housemaid, came back, with his untrained teacher, a new creation in health habits, good manners, good disposition, which have eventuated in character morale. "Dan's Boy" is irresistibly interesting to child, teachers, and parents, and as instructive as it is interesting. It creates wholly new situations and meets them in such a natural way that you wonder that school and family do not achieve similar results by similar methods.

The creators of "Arlo" have an almost uncanny gift of seeing new needs and creating the thing needed in a sensible way.

Man's life is a seed bed of powers. Education should provide the sunshine and showers in the right proportion and at the right time to insure the greatest growth and most complete development of those powers.—M. P. Shawkey.

Be Happy

By Clara Colburn Wouters

Life is too short to be sad in,
To carry a grouch or be mad in,
'Tis made to be happy and glad in,
So let us be friends and be happy!

Friends are too scarce to be sore at,
To gloom and to glower and roar at,
They're made to be loved and not "swore at,"
So let us be friends and be happy!

Love is the store we should lay in,
Love is the coin we should pay in,
Love is the language to pray in,
So fill up with love and be happy.

—Junior Republic.

Book Table

FINDERS AND FOUNDERS OF THE NEW WORLD. By James E. Woodburn, Indiana University, and Thomas F. Moran, Purdue University. Cloth. Illustrated. 265 pages. New York, Chicago, Boston: Longmans, Green and Company.

In a delightful and thrilling style "Finders and Founders of the New World" tells the story of the discovery of America, of the coming of John Cabot, of Vespucius and Magellan, Balboa, Ponce De Leon, De Soto, Sir Francis Drake, Sir Walter Raleigh, Sir Humphrey Gilbert, John Smith, Miles Standish, John Winthrop, John Eliot, King Philip, Peter Stuyvesant, William Penn, James Edward Oglethorpe, Champlain, Joliet, Marquette, La Salle, Washington and Franklin.

Each story is written in an exciting style to capture the interest of boys. It is true history, but it is written as though it were captivating fiction. The illustrations heighten the interest. It is a book that the schools of today greatly need.

BROWNIE. The Engineer of Beaver Brook. By Allen Chaffee. Illustrated by Paul Bramson. For children of six to twelve years. Springfield, Mass.: The Milton Bradley Company.

This is one of the most beautiful, interesting and instructive books on animal life that has been brought within the limit of age and price ($1.50) that has come to our desk.

Brownie is the Utah beaver, whose habits his present biographer has studied first hand. He is the engineer of forest and waterway, changing, through his marvelous industry and genius, the topography of the country he inhabits as our own roads and cities are undergoing transformation for the needs of a changing civilization. This thought gives Brownie's story an important place in child literature, but the book has an even closer touch, through its theme of constructive energy, with the instincts of the child. The mud and boughs, the patient, painstaking craft of the beaver are duplicated in the clay, wood and other manipulative materials with which children build their house of life in the early years. Learning of the difficulties, hazards and ultimate success of this amazing little dumb artisan will give children inspiration and courage for their handicraft.

EXPERIENCE AND NATURE. By John Dewey, Columbia University. 122 S. Michigan avenue, Chicago: The Open Court Publishing Company.

John Dewey has the most personality of any American writer of today. He is more individualistic than conventional. Indeed, we have trembled at times lest his individuality submerge his personality.

Personality always balances conventionality and individuality. If either overrides the other entirely one becomes a conventionalist or an individualist, and John Dewey has sometimes had difficulty in retaining enough of the conventional to maintain the personal.

We are especially grateful for "Experience and Nature." We have been intensely devoted to John Dewey since, some forty years ago, we began to read his early writings. He has always been stimulating, sometimes almost intoxicating, so near it that we have trembled lest we lose our anchorage in the conventional and the traditional.

It was a curious existence for us to be under the intellectual spell of Stanley Hall and John Dewey at the same time. We sometimes felt like the Bostonian who smashed a dozen bottles of Scotch whiskey on the night of February 28, 1925, because the first sip of it made him shake all over. The next morning when he learned there was an earthquake about twenty minutes past nine the night before he realized that it was "earthshake" and not a bootlegger's concoction that made his hand shake. So we have sometimes feared that it was a philosophic earthquake rather than the fascination of John Dewey's thinking that was confusing me.

Here is one of John Dewey's conventionalities that saves his personality from individuality: *"Man needs the earth in order to walk, the sea to swim or sail, the air to fly."*

No one can cut the string of his kite and flop in individualism who realizes the need of earth, water and air.

Unquestionably "Experience and Nature" is John Dewey's most masterful production. It is the book that every one should read who has ever had any question as to safe and sane personality of the most fascinating writer in philosophy today.

MANUAL TO ACCOMPANY THE STUDY READERS. By Albert Walker and Mary R. Parkman, both of Washington, D. C., Normal School. Paper. 269 pages. New York and Chicago: Charles E. Merrill Company.

One important characteristic of the modern school is the help the teacher receives from Manuals, especially for the school readers. The Merrill Company Manual has the latest suggestions, especially for promoting efficiency in silent reading. This Manual is in five parts. As a whole this Manual is a good professional course in the teaching of reading.

There is all too little appreciation of the professional education that all teachers get while in service. No teacher can fail to deserve "professional credits" while teaching. School work today is a school for the teacher. No teacher can by any possibility in a modern school system, in the elementary years, teach any subject as she taught it five years ago, and in some subject she must teach it differently from what she taught it the year before.

This Manual has several important new features which stimulate professional progressive activity on the part of the teacher.

THINKERS AND DOERS. By Floyd L. Darrow. Cloth. 378 pages. Illustrated. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

As attractive a book as this deserves a more attractive title. An author who can tell of the art of "Tapping the Rubber Tree" and of making the rubber used in more than fifty thousand manufactured articles, one factory in the United States uses nearly half-a-million pounds of raw rubber in a single day in making fifteen miles of rubber hose, in covering sixty miles of insulated wire, sixty thousand pairs of rubber heels, fifteen thousand pairs of boots and shoes, four thousand water bottles, eighteen thousand battery jars, eleven thousand golf balls, seven thousand bulbs, twenty thousand tires, and nearly a ton of rubber bands, all this in a single day in one factory, ought to have had the genius to choose a better subject for so thrilling a book than "Thinkers and Doers."

A man who has chapters entitled "Making Iron Talk," "The Mistress of the Stitches," ought to have had a compelling title for such a compelling book.

Every chapter is like a rainbow of beauty in its revelation. It takes ordinary facts and makes them beautiful, as sunlight takes the disappearing raindrops and makes a rainbow. Why could he not have called this remarkable book "The Philosopher's Stone," for it tells of more wonderful achievements than was ever dreamed of by those who sought the magical power of "The Philosopher's Stone."

"Thinkers and Doers" is really a remarkable book, one that we are reveling in. There is nothing in the present world-wonders that is not treated with accuracy and even brilliantly by Floyd Darrow.

THE BROWNIES' HEALTH BOOK. A Supplementary Reader for the Second School Year. By Nathalie Forbes Moulton, assistant superintendent, Agawam, Mass. Illustrated by Henrietta Adams. Cloth. Boston: Little, Brown, and Company.

It is absolutely useless to attempt to give readers any conception of the charm of "The Brownies' Health Book," which is as fascinating as Mother Goose to little people in the second school year, and has as beautiful pictures as children ever loved, but we may help our readers to understand that the Health Guard Brownies made soapsuds and open windows and a lot of other things help children to keep well and be cheerful and happy. It would not be easy to imagine any other way to make a health campaign as complete a success.

AMONG THE FARMYARD PEOPLE. By Clara Dillingham Pierson. Illustrated by F. C. Gordon. Cloth. 245 pages. New York: E. P. Dutton and Company.

There is nothing in the title of this book that gives you any idea what an interesting book it is for children, and certainly nothing to suggest that it is brimful of useful lessons, for children will enjoy "The Story that the Swallow Didn't Tell," "The Duckling That Didn't Know What to Do," "The Fussy Queen Bee," "The Bay Colt Learns to Mind," "The Lonely Little Pig," "The Chickens That Wouldn't Eat Gravel," "The Goose Who Wanted Her Own Way," "The Bragging Peacock," "The Quick Tempered Turkey Gobbler," "The Discontented Guinea Pig," and several other stories.

THE CHILD AND HIS SCHOOL. An Interpretation of Elementary Education as a Social Process. By Gertrude Hartman, editor of Progressive Education.

Miss Hartman has had exceptional opportunities to know the latest and best in elementary school theories and practices, and she has the spirit of adventure carefully safeguarded by the habit of weighing theory by rigid requirements of success in application. Her estimate of the Scientific Basis of Education is wholesomely philosophical. It is a book of rare value as much for what she omits as by the inspiring suggestions in which it abounds.

THE WORLD MANUALS: CHEMISTRY TO THE TIME OF DALTON By E. J. Holmyard, POPULATION, by A. M. Carr-Saunders. Cloth. $1.00 each Oxford University Press, New York.

The World Manuals are highly attractive treatments of important subjects. These two are of special interest. The one Chemistry is a revelation of the little known of chemistry in what is known as the scholastic or classic age. Chemistry in the Alexandrian school was merely "incomprehensible mysticism." Holmyard's Chemistry in "The World Manuals," a book of 125 pages, is exceedingly interesting reading for these days when chemical advance in a decade is greater than in centuries in early times.

The study of Population is more important than the story of Chemistry. There has been no reliable census of any country for much more than one hundred years, and even now there is no approach to reliability for more than three-fifths of the world's population.

It is interesting to see the part that has been made of the Bible in attempts at progress. About 1750 a bill was introduced into the British Parliament to have a census of England taken, but the bill was defeated and no census was taken until after 1800. The argument against the census-taking was the dire results when David forced Job to report upon enumeration. Even today, in the most enlightened countries the census returns are often influenced by the purpose of taking the census. Figures lie like sin when they influence taxes or political parties. Even in the returns of physical conditions in the American army it is quite common to report the wretched physical condition of the men when the "wretched physical condition was no appreciable defect."

The Carr-Saunders study of Population clearly states how great the element of guesswork is in it all but they deal with principles slightly affected by unreliability of statistics. They have the first sane treatment of birth-control that we have read.

Books Received

"Animal Husbandry." By Henry J. Waters and Franklin G. King. Boston: Ginn and Company.

"Source Book in Health and Physical Education." By Thomas D. Wood and Clifford I. Brownell. New York: The Macmillan Company.

"British Drama." By Allardyce Nicoll. New York: Thomas Y. Crowell Company.

"Letters to Teachers." By Hartley Burr Alexander. Chicago: The Open Court Publishing Company.

"The Rational Hind." By Ben Ames Williams. New York: E. P. Dutton and Company.

"Spiritualism a Fact." By Hereward Carrington. Boston: The Stratford Company.

"Primer of Arithmetic for Middle Forms." By F. M. Marzials and N. K. Barber.—"Voltaire Selections." With Notes by Aurelian Digeon and Edouard Fanniere.—"Enfants et Petites Gens." By Charles-Louis Philippe. New York: Oxford University Press, American Branch.

"American History of Teaching and Testing." By Martin James Stormzand.—"Calvin Coolidge the Man Who Is President." By William Allen White.—"Source Book in Health and Physical Education." By Thomas D. Wood and Clifford L. Brownell.—"An Arithmetic for Teachers." By William F. Rountree and Mary S. Taylor. New York: The Macmillan Company.

"Determination in Education." By William C. Bagley. Baltimore: Warwick and York.

"Educational and Vocational Guidance." By William Martin Proctor.—"The Oregon Trail." By Francis Parkman.—"Everyday Science Projects." By Lillian Smith. Boston: Houghton Mifflin Company.

"Among the Farmyard People." By Clara Dillingham Pierson.—"The Child and His School." By Gertrude Hartman.—"Granny's Wonderful Chair and Its Tales of Fairy Times." By Frances Browne.—"Far Away and Long Ago." By W. H. Hudson. New York: E. P. Dutton and Company.

"Mainsprings of Men." By Whiting Williams.—"The Art of Seeing." By Charles H. Woodbury and Elizabeth W. Perkins. New York: Charles Scribner's Sons.

"Health Through Prevention and Control of Diseases." By Thomas D. Wood and Hugh G. Rowell.—"Bemol and Kusum." By Herbert E. Wyman. Yonkers-on-Hudson, New York: World Book Company.

"Fifty Spanish Cross-word Puzzles." New York: La Prensa, Inc.

"Manual of Elementary French." By Isidore H. B. Spiers.—"Gluckauf: A First German Reader." By Margarethe Müller and Carla Wenckebach.—"Tales of a Grandfather." By Sir Walter Scott. Boston: Ginn and Company.

"The Industrial Museum." By Charles R. Richards. New York: The Macmillan Company.

"Thinkers and Doers." By Floyd L. Darrow. New York: Silver, Burdett and Company.

"Cumulative Mathematics." Seventh and Eighth Years. New York: Harcourt, Brace and Company.

"The History of Arithmetic." By Louis C. Karpinski. Chicago: Rand McNally and Company.

"A Manual to Accompany the Study Readers." By Alberta Walker and Mary R. Parkman. New York: Charles E. Merrill Company.

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TREND OF THE TIMES

Asks Rock Crusher To Smash Liquor Bottles

Captain F. E. Kerby, in charge of destroying seized liquor at the Third Army Base in Brooklyn, N. Y., has made an application for a rock crusher as a mechanical means of saving time and labor. He stated that coal crushers, incinerators, hammers and brick walls have been used to destroy seized liquor. "Throwing the bottles against a wall made the men's arms too stiff for effective work the following day. To destroy champagne and beer with hammers is like handling hand grenades." Last year 158,086 cases of wet goods and 180,594 bottles that were not in cases when seized, were destroyed. The destruction of seized liquor has assumed the proportions of a serious business necessitating consideration of costs, according to Captain Kerby.

Coal Parleys End Abruptly

The anthracite joint conference held in New York City broke up January 12 with each side blaming the other for stubbornness and failure to recede an inch from the position taken. This left the wage negotiations practically where they were six months ago, and in the meantime the 158,000 mine workers on strike since September 1 will remain idle. The break, while abrupt, was not wholly unexpected, as the operators indicated on the day previous that they had said their last words in the way of concessions. John L. Lewis, head of the miners, said in his statement that the operators were responsible as they arrogantly refused to make any contribution toward industrial peace. The operators' statement declared that Lewis refused to consider any constructive policy, and that his position was one of "rule or ruin."

U. S. Protests Mexican Laws

The United States note, delivered January 9 by Ambassador Sheffield to the Mexican Government, in protest against the new petroleum and land laws, was sharply scored by Aaron Saenz, Mexican Minister of Foreign Relations. The American government considered these laws as retroactive and injurious to American interests, breaking the solemn promises made in the Claims Commission agreement. Senor Saenz declared that Mexico will sustain her rights as a sovereign nation and pass such legislation as she pleases, the Mexican courts being capable of deciding if the legislation is injurious to foreign interests.

Turkey Adopts Swiss Civil Code

The Swiss Civil Code has been adopted by the Turkish Government. Two important consequences will result for Turkey—first, the entire suppression of polygamy, with divorce made more difficult, and, second, the Lausanne Treaty provision for the protection of Greek, Armenian and Jewish minorities will automatically disappear, because the Swiss code places minorities on the same legal footing as citizens of Turkey. There could be no more widely differing set of laws than those of Turkey and of Switzerland. While the former is based on varied readings of the Koran, although now greatly modified by legislation under the new republic, the latter, which was promulgated January 1, 1912, is the result of democratic evolution under the most approved methods, the most conspicuous feature of which has been the referendum.

Terms With Italy Ratified in House

The House of Representatives gave its approval on January 15 by a vote of 257 to 133 to the debt settlement with the Italian Government. Italy pledged itself to discharge its World War debt of $2,042,000,000 to the United States by annual payments running over a period of sixty-two years. The compact went to the Senate, where it was expected to meet more determined opposition than was presented in the House. Administration leaders predicted that while there might be some delay in the Senate the upper branch would eventually vote for ratification. Meanwhile the House began debates on the pending funding agreements with Belgium, Rumania, Czecho-slovakia, Esthonia and Latvia. Indications were that these agreements would be approved and transmitted to the Senate within a few days.

Upholds Pershing In Tacna Plebiscite

President Coolidge dismissed the Chilean appeal from the decision of the Plebiscitary Commission, of which General Pershing is president, fixing the date for the Tacna-Arica plebiscite and the time and places for registration and voting. The opinion of the President, made public by Secretary Kellogg, generally sustains the action of the commission in fixing these dates. As both Chile and Peru have agreed to a plebiscite, the President holds "both parties were bound to take proper action that it should be fairly held." The President concluded with the friendly warning that if these conditions "are not observed by either party the responsibility must rest upon the party or parties to which the failure may be attributed." Major General William Lassiter will succeed General Pershing as president of the Commission.

Ambassador Brings France's Greetings

Senator Henry V. Berenger, newly appointed French Ambassador to the United States, arrived here January 14. In a statement upon his arrival he said that his task would be one "of bringing to America the very kind feelings of France and its trust in the eternal friendship of our two nations. No misunderstanding can ever come between us, for we know and understand each other."

Americans Get View of Far East Eclipse

The Swarthmore College eclipse expedition to Sumatra reported the photographing of the solar eclipse on January 14. Pictures of the corona, taken with a sixty-two-foot camera, were generally satisfactory although the sky was slightly cloudy. British astronomers were also successful in carrying out their full program. The Harvard, United States Navy and Dutch scientists, stationed at various other points in Sumatra, reported incomplete success due to the cloudy sky. The possibility of failure in photographing the deflection of starlight near the sun, as predicted by the theory of relativity, was admitted by Dr. John A. Miller, leader of the Swarthmore expedition.

Mussolini Doubts Democracy Here

Benito Mussolini, in an interview, declared that the democracy of the United States is more apparent than real. It functions well, the Premier stated, because of the nation's immense super-abundance of natural riches, which permits a huge and constant waste of energies. Criticising the democratic form of government as inherently a disperser of energies, the Fascist leader said it was "impossible in Italy, where poverty necessitates the organizing of the nation as militia, unable to lose any battle."

Tuskegee Drive Goes Over

The $5,000,000 which was to be raised or pledged by December 31, 1925, to meet the conditions of a gift of more than $2,000,000 from George Eastman, has been obtained, Clarence H. Kelsey, chairman of the executive committee of the Hampton-Tuskegee Universities Endowment Fund, announced. John D. Rockefeller, Jr., gave $1,000,000.

Chateau Frontenac Swept by Fire

The old wing of the Chateau Frontenac, overlooking the St. Lawrence river in Quebec, was destroyed by fire January 14. The seventeen-story tower in the centre of the quadrangle, as well as the rest of the hotel, was threatened by the flames. Three hundred guests were obliged to seek shelter in other hotels. The damage is placed at between two and four million dollars. The Chateau Frontenac, erected in 1893 by the Canadian Pacific Railroad, has been considered one of the handsomest and most luxurious hotels in the world. It was built in the French baronial style, with castled walls, ramparts and a medieval court yard.

Hoover Assails Foreign Monopolies

A strong stand against monopolistic foreign combinations that regulate the output, distribution and price of crude rubber, nitrates, potash and other important products consumed in the United States in large quantities, and in which the governments of Great Britain, France, Germany, Brazil, Chili and other powers are held to be directly involved, was taken before the Committee on Interstate and Foreign Commerce of the House by Secretary Hoover, speaking as the representative of the Administration. He stated that the situation threatens not only the sane progress of the world, but contains in it great dangers to international good will. He opposed retaliation, but urged wider production and an extension of our raw material sources.

Seven Millions in State Taxes to Be Remitted

Wisconsin's share of property taxes for 1925, totaling nearly $7,000,000, will be remitted, Governor Blaine has announced. The remission does not involve the return of tax money, but taxes for state purposes, including governmental administration and the Supreme Court system, will not be levied, state officials explained. The only property tax collected will be for county and municipal purposes. The law provides for remission of taxes in event the money is not needed by the state, and levies have been partly remitted in the past, but this is believed to be the first instance of a complete remission. A new income tax law, giving the state a larger share of income taxes, together with governmental economy makes this remission possible, the governor said.

Enforced Cut in Army Personnel

The War Department will effect a reduction of 4,347 in the number of non-commissioned officers of the army to conform with the budget limitations for the current year. This will not be brought about by demotion, but through normal losses to the service in non-commissioned officers, first class privates and specialists, over a period of four months. The strength of the army in the fiscal year 1927 will remain at 118,750, Secretary of War Davis stated. Inasmuch as a lesser amount is available in the budget for pay of the army during the fiscal year ending June 30, 1927, it will be necessary to reduce the number of non-commissioned officers, first-class privates, and specialists, below that authorized at present, he asserted.

Auto Registration Shows Increase

More than 20,200,000 motor vehicles were registered in this country in 1925, an increase of 2,132,758 over last year's number, according to a recent tabulation. Of this total, 17,358,491 were passenger cars. More than 1,000,000 motor vehicles are recorded as scrapped in the United States during the year. The registration was reported to have shown the next to the largest numerical gain since the automobile and motor truck came into general use. The record year was 1923, when the registration increased 3,012,888 over the highest year before.

Returns to Workers Higher in Thirty Years

The average American industrial worker of the present era can produce fifty-two per cent. more goods, and receives twenty-seven per cent. higher "real wages" for his production than he did thirty years ago. This statement was made recently by Paul H. Douglas, professor of economics at the University of Chicago, before a meeting of the American Economic Association, the American Statistical Association and the American Association for Labor Legislation, in New York City. The "real wage" increase he figured upon purchasing power, and not on the increase in dollars and cents.

One American in Seven Is a Capitalist

In 1900 some 4,400,000 people in the United States owned stock in various corporations. These figures do not include bonds and other securities. In 1913 the number had increased to 7,500,000, and in 1923 it reached a total of 14,400,000. At this rate it is estimated to be well above 15,000,000 at present. An average of one out of every seven persons is now part owner of some corporation. Twenty years ago only one person out of every twenty-six was a corporation stockholder. These figures do not include policy holders of mutual life insurance companies, who are also their owners. It is estimated that 45,000,000 people in the United States fall into this class. Most of these companies used to be stock corporations owned by a few individuals.

Why Money Needs Wings

If all the cash in circulation in the United States were divided equally among all the people, every one would have forty-five dollars in his pocket. The average family of four and one-half persons would be able to get together $202.50, which might be enough to buy a second-hand automobile, but would not leave enough to run it very far. These facts were brought out by President Jesse Grant Chapline of La Salle Extension University in an address before a conference of public accountants at Chicago recently. "Total stock of money in the United States is about $9,000,000,000," he said. "About $4,000,000,000 is kept in reserve and the remainder flows, or rather whizzes, around the country at a rate of speed not equaled by the Niagara Rapids. The golden flood must hurl itself from place to place fast enough to furnish working capital for industry and agriculture capitalized at $125,000,000,000."

Seeking to Aid Middle-Aged

Guarding the middle-aged against twentieth century strain is becoming one of the principal tasks of American life insurance companies. During the last twenty-five years most of the advance in the direction of longevity has been among children and adults of the younger ages. Attention is to be turned to men and women around fifty years of age, at the convention of the Association of Life Insurance Presidents which is to be held in New York. All data in possession of the companies will be studied in the hope that records of the living may best point the way to solution of the problem.

EDUCATION IN ACTION

Simpler Courses in English Urged

Declaring that King Arthur himself would have found a modern examination in Anglo-Saxon a harder task than defeating the Danes, Professor W. A. Craigie, editor of the Oxford Dictionary, who is now at the University of Chicago, made an appeal for simplified courses in the history of the English language. Dr. Craigie spoke by invitation of the Modern Language Association at its forty-second annual session in Chicago. To imbue all students of English with some idea of how their language has come to have its present form and to inspire them with an appreciation of the respect and care with which it deserves to be treated should be the purpose of courses in the history of the language, the distinguished philologist declared.

Professional Men Strong on Words

The well-schooled physician, minister or lawyer has a vocabulary exceeding that commonly attributed to Shakespeare, according to Dr. Frank H. Vizetelly, managing editor of the Funk and Wagnalls New Standard Dictionary. The Avon poet's vocabulary included 23,000 words, Dr. Vizetelly says, while the highly trained professional man must know how to use 25,000 or more. The average business man gets along on 10,000 or less, while the average college graduate acquires the use of more than twice that number. Woodrow Wilson in three of his books used 60,000 distinct terms, but in the first seventy-five speeches that he made after becoming President he used only 7,000. The average individual knows from 3,000 to 10,000.

Debating League Admits New Members

More than 400 delegates, exceeding last year's record attendance by 100, were present at the eleventh annual conference of the Rutgers University Debating League in New Brunswick, N. J. Thirty-three schools, increasing the total 155, were admitted to the league. The high schools were arranged in groups to debate for the trophies given by the Philoclean Literary Society of the university. New groups of New Jersey parochial schools and two new groups of Pennsylvania and Long Island high schools were arranged for the first time. The preliminary debates in each group will be held March 19 and the finals May 7.

Columbia Extends Its Research Work

Five lines of research planned by Columbia University are being financed by the Laura Spelman Rockefeller Memorial, founded by John D. Rockefeller, Sr., in memory of his late wife, it was announced at Columbia University. This work and later research projects will be supervised by the Council of Research in the Social Sciences, which has just been organized at Columbia. About $60,000 a year is expected to be spent for several years in support of organized research projects. Dr. Frederick J. E. Woodbridge, Dean of the Graduate Faculties, was elected chairman of the council.

Paris Art Courses for American Students

Establishment by New York University of a summer school offering art courses in Paris, was announced by Charles H. Sherrill, chairman of the Council Committee of New York University. Two hundred students will be chosen from the leading colleges and universities of the country to take courses in the Paris school. The session will be opened on July 12 and continue until August 21. It will be conducted by professors of the faculty of the university, together with professors of French universities selected through co-operation of the French Ministry of Fine Arts. The French Ministry has given lecture facilities in the Louvre for the courses. Lecture trips to Versailles, Malmaison, Fontainebleau, Chantilly, Saint Denis, Sevres and other noted French art centres will be included in several of the courses.

A Survey of Construction Needs

The expenditure of $5,000,000, at the rate of $1,000,000 a year, to relieve the crowded conditions of the Cambridge, Mass., public schools and otherwise to improve conditions, is recommended in a partial report made to the Cambridge school committee by Professor Henry W. Holmes of Harvard University, who has been making a survey of the school situation. The first million dollars should be expended in relieving crowded conditions in the high, Latin and Rindge Technical schools, states the report; while the second installment would be used in beginning the building of modern structures for the elementary schools.

Use Phonographs to Teach English

Phonographs are to be employed in teaching English in many schools in the Philippines. In one division, that of Nueva Ecija, Island of Luzon, they are used in this way in twenty-two central schools and seventeen barrio schools. Educational authorities in the islands desire that the English spoken shall be as similar as may be to the language of the United States, and, as it is impossible to employ the thousands of American teachers that would be required to bring this about, the use of phonographs with correct American-English records is strongly advocated.

Psychology Tests Not Fully Reliable

Professor Llewellyn T. Spencer, of the psychology department at Yale University, declared recently that, as a result of an investigation, he could not report that psychological tests may be substituted properly for entrance examinations as measurements of ability to do college work. The tests are an attempt to predict and foretell a student's college success, he stated. Since a man's college success depends not only upon his basic capacity, but upon his interest and effort, a perfect prediction is not obtained, he added. Over a large group, he asserted, there is nevertheless a significant correspondence between the prediction and the ultimate college career.

Radio concerts, free to the public, are given every Sunday evening in the auditorium of the Falmouth Junior High School. This is one of several ways in which the school department is attempting to bring better music to the general public as well as to school children. As an Americanization agent and in raising the moral standard of the community good music is without a peer. These radio concerts are under the direction of E. B. Albertin, supervisor of music in the Falmouth public schools.

School Population in the United States

The total population of the United States in 1900 was 75,602,515, with an estimated school population of 21,404,322. In 1924 the total population amounted to 112,078,611, with an estimated school population of 29,345,911. The percentage of the total population enrolled in public schools in 1900 was 20.5. In 1924 it was 21.7. In 1900 the percentage of school population enrolled in public schools was 72.4; in 1924 it was 82.8. To accommodate the great army of school children 263,280 schoolhouses were required in 1924. The total number of teachers employed in public schools, elementary and secondary, in 1900 was 423,062; in 1924 the number was 761,308. In 1900 the percentage of pupils in high schools was 3.3; in 1924 the percentage was 14.0. The colleges, universities and professional schools in 1900 enrolled 224,284 students; in 1924 the total was 726,124. In 1900, 1 out of every 186 persons in the United States was a college graduate. In 1925, 1 out of every 89.

Scientists Depart on Exploration Tours

Members of three archaeological expeditions, which sailed from New Orleans for Central America, entertained hopes of important revelations regarding prehistoric habitation on the northwestern hemisphere. A buried city of the ancient Mayas in Yucatan was the objective of one party led by Dr. H. J. Spinden, assistant curator of Peabody Museum of Harvard; Gregory Mason, former editor of Outlook; Frank Whiting of Darien, Conn., and Ogden McClurg of Chicago. A second expedition was headed for Oaxactun, Petan, Guatemala, under the direction of Professor E. H. Morris and Dr. O. D. Richardson of the Carnegie Institute. Other sections of Central America will be studied by an expedition headed by Professor S. J. Record of the tropical forestry department of Yale University.

Demonstration of Working Conditions

Members of the department of architecture of Washington State College recently held a class session for nine continuous hours. This was done to give them an insight into the conditions which await them when they leave school to practice their chosen profession. There was no interruption even for meals, coffee and sandwiches being served the classmen at their desks. From 1 p. m. to 10 p. m. the students, without recourse to textbooks and with only their acquired knowledge to depend upon, were required to work out a plan of architecture for each room of the department. The stress and urgency of a "hurry-up-time-is-precious" contingency were imposed on the student architects and they met the situation successfully.

High School Censors Dance Music

A code of regulations which has been drawn up by the Fall River, Mass., High School faculty and approved by the school committee sets forth that the school shall have jurisdiction as to the character of dance music. All music must be of distinct musical character, appropriate to legitimate dances. All jazz "or other travesty on music" will be banned hereafter at the school dances. The regulations went into effect immediately. All dances must end by 11 p. m., and anyone leaving the dance hall during the evening will not be readmitted. The regulations define "improper conduct" at dances, athletic contests and other high school functions to include "the possession of alcoholic liquors or the odor of alcohol on the person of a student." Infraction of any of the rules will be punishable by suspension or expulsion.

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Miss Ella V. Dobbs, Columbia, Mo., wrote: "The peace of mind which comes from knowing that there is a friendly organization to depend on in case of emergency is worth more than the cost, even though one never has occasion to present a claim."

Miss May Ventioner, Lenora, Okla., wrote: "I think the T. C. U. is a great thing for teachers. There is nothing to lose, for if you are not sick you are winner, and if you are, you get pay. I have been a member of the T. C. U. over two years and I think it's wonderful."

J. M. Hammond, Principal Washington School, Sandpoint, Idaho, wrote: "It is a great feeling of security to know that if sickness or accident overtakes me, the T. C. U. at once becomes paymaster, affording ample means for myself and family until health is restored."

Miss Ina E. Gittings, Tucson, Ariz., wrote: "There is no investment so assuring and so reasonable as this. The T. C. U. are entirely friendly and do not try to evade their responsibilities."

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"English an' baseball."—New York Weekly.

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Ben Zeen—"I know a good joke about crude oil."

Carry Seen—"Spring it."

Ben Zeen—"It's not refined."

There Are Others

A high school boy drives to school every morning in a much dilapidated machine.

"What kind of a car you got there, boy?" we chanced to ask.

"R. F. D." was the answer.

"R. F. D.—What the heck?" we responded.

"Yip. Rescued From the Dump."—Portland Express.

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"Who was the first man, Bobby?" asked the teacher.

"George Washington."

"Why, Bobby, you ought to know better than that. It was Adam."

"Aw, I wasn't countin' foreigners."—American Legion Weekly.

Dollars and Sentiments

"How kind of you," said the girl, "to bring me these lovely flowers. They are so beautiful and fresh. I believe there is some dew on them yet."

"Yes," stammered the young man, in great embarrassment, "but I am going to pay it off tomorrow."—Capper's Weekly.

Art in the Country

"Now, Johnny," asked the teacher, "what do we see in the country besides grass, trees and flowers?"

"Advertisements," was the prompt reply.

He Had His Doubts

An elderly man was persuaded by one of his sons to go with him to a boxing exhibition.

The son paid for two $2 seats.

"Now, dad," said the son joyfully, "you'll see more excitement for your $2 than you've ever seen in your life before."

The old man grunted.

"I've got my doubts about that," he said gloomily. "Two dollars was all I paid for my marriage license."—London Weekly Telegraph.

Read the City Papers

Teacher—"What is a pedestrian?"

Country Pupil—"A fellow what gets run over by an automobile."—Spokesman Review.

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The Psychopath and the Socio-Psychopath in Education

(Continued from Page 69.)

killed herself because that "home" had itself been ruined by what she regarded as the folly of her own mother. There was the girl who wore herself into a terrible psychosis (in the medical sense of "bad mental action") writing short stories day and night to please a young professor who told her that she was "a genius," and in this psychosis was moved about from dormitory to train, from train to street car, and who died at the doorway of her home. There was the brilliant and uncommonly beautiful university teacher, who despite plenty of property on which to live without work, despite offers of marriage from eligibles quite fit to wed her, despite a fond brother, despite popularity with faculty and students, committed suicide in the most deliberate manner suddenly—the resolution, it appeared, of less than two or at most three hours. Yet the suicide arranged everything including her estate. Why? Mother-and-daughter complex as an adrenalin-excess foundation. The mother, a famous actress, had died; and without her the daughter regarded the world as intolerable.

So we have before us in school and college the chronic sufferers, the chronic progressives whose end appears certain like doom, the catastrophic psychopaths whose end is without warning. We may analyze into close details. But from the point of view of practical education, the main duty lies in close attention to the individual, for almost every psychopath, almost every sociopsychopath, is remediable by the simple aid of human sympathy; they are nearly all "lost souls." Through all this sympathy, the teacher should know that the psychopath is always trying to get well; this trying is what makes the psychopath. Diagnosis of psychopath from hypermoron and from moron, diagnosis of the gland-system situations and trends will save many a fine youth to a life of usefulness, youth that hitherto could not have been saved.

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Meetings to Be Held

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

12-13: Connecticut State Teachers' Association, at Hartford, New Haven, Bridgeport, and Norwich. Samuel P. Willard, Colchester.

21-25: N. E. A. Department of Superintendence, Washington, D. C.

MARCH.

18-20: North Carolina Teachers' Assembly, at Raleigh. Jule B. Warren, secretary, Box 887, Raleigh.

18-20: South Carolina Teachers' Association, at Columbia. J. P. Coates, 709 National L. & E. Building, Columbia.

APRIL

1-2-3: Alabama Education Association, at Birmingham. R. W. Cowart, secretary, Montgomery.

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

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